



SELF ASSESSMENT REPORT

2021-2022

Key insights from the annual self-assessment which is conducted to evaluate the program's progress toward meeting goals, compliance with regulatory requirements, and the effectiveness of professional development and family engagement systems in promoting school readiness.

Redding Rancheria Head Start

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INTRODUCTION

PROGRAM DESCRIPTION

The Redding Rancheria Head Start offers a two part-day Native American Head Start classes to eligible children in our Children's Center at 1950 Redding Rancheria Road. Breakfast, lunch and snack are provided by the Child and Adult Food Care Program (CACFP/USDA) and offers limited transportation by school bus. Head Start is a federally funded program and has strict eligibility requirements, with Native Americans, special needs and low income children having priority. Parents do not need to be working or going to school to be eligible, but must be low income. There is no fee for the Head Start program.

CONTEXT FOR SELF ASSESSMENT

The Redding Rancheria Head Start conducts self-assessment activities annually in accordance with Head Start Performance Standard 1302.102(b)(2) to evaluate service quality and work performance as well as influence continuous quality improvement. The Self-Assessment team is comprised of management, teaching and administrative staff, Policy Council representatives, Health Advisory Committee members, parents, and community partners. This team evaluates the program in targeted areas using a strength based approach and collaborative inquiry to analyze data collected. Data sources reviewed by the Self-Assessment team include child and family outcomes data, professional development data, ongoing monitoring data, and other applicable program data. Discoveries and recommendations from the Self-Assessment team will be used to inform program planning and continuous improvement.

SELF-ASSESSMENT RESULTS

The Self-Assessment team identified program strengths and successes that can potentially be built upon to support continuous improvement. In addition, goal areas for program improvement and action steps discussed from the self-assessment are delineated under each of the seventeen focus areas. Management will utilize the information to make decisions about program operations that will seek to improve service delivery and close any identified gaps in the program's overall performance.

COMMUNICATION

Description: Communication is the key to our programs transparency by sending or receiving information pertaining to all aspects of the program.

Methods Used:

Head Start Management Systems Wheel

Reviewed communications made in 2021-22.

Reviewed the communication policies and procedures.

Strength Identified:

- **Class Dojo.** An app that allows any staff member to communicate to an entire classroom at once, as well as individual families, in a secure manner. This has been helpful during transitions to Distance Learning during periodic school closures due to COVID-19. Parents/Guardians are also able to communicate more privately with teachers about situations that could affect their child's learning experience.
- **Child Plus** has been vital in tracking communication between staff and families. It is also used daily to log Attendance, Billing, Contact Information, Enrollment, Health, Disabilities, and other resources related to the wellbeing of the child. Families are able to fill out the Enrollment packet online, and it automatically populates the information into CP.
- **Annual calendar** stating holidays, school closures, and scheduled events.
- **Head Start & Child Care Brochure.** Distributed to Tribal Health Center, Churn Creek Health Center, Education Department, IHS, TANF, Public Health, and the Tribal office.
- Weekly Admin Staff Meetings, periodic Staff Development days (a total of 5 during the 21-22 school year), and monthly Teacher Meetings.
- **Newsletter packets** are distributed to families during the first week of every month. The packets contain a Monthly Calendar that informs families of all events, fieldtrips, meetings, and parent-involvement opportunities offered. A Health and Disabilities letter that promotes wellness amongst families. A Family Intake Coordinator letter that offers resources to families in need, and family friendly events in the community. The Teachers include a letter to keep parents informed of what is going on in the learning environment. Lunch menus and a coloring page are also provided.
- **One Call** is our messaging system that allows us to share information through phone calls and texts. Reminders, updates, and closures are communicated to all staff and families with one simple step. This has been helpful for ensuring that parents/guardians are being reached through all forms of communication.
- **Flyers** for all events and parent-involvement opportunities are distributed with advanced notice for families, and are also posted around campus. They contain all of the information pertaining to the event.
- Lesson plans are sent home weekly.
- Daily attendance phone calls.
- All policies and procedures are available on the **Redding Rancheria Website** and **Intranet** for employees. Administrative Assistant updates website regularly. The monthly calendar is also posted to the Head Start page.

Systematic Issues Identified:

1. Difficulty sharing all information with parents who choose not to participate in the Class Dojo app.

2. Teacher home visits (Fall/Spring) and home visits from Family Intake Coordinator and Health/Disabilities Coordinator need to be revised due to COVID-19 safety recommendations.
3. Our Facebook page lacks engagement. Due to COVID-19, many events are cancelled and leaves us with little opportunity to post about activities happening on campus. Families also don't participate on the page.

Action Plan / Dates / Responsible Person:

1. **What:** Utilize all of our communication outlets when posting information about events, trainings, etc. Utilize One Call text messaging more frequently.
Who: All Staff
When: August 2022
2. **What:** Research a way to implement a paperless sign in/ sign out option during in-person learning closures.
Who: Admin Assistant
When: August 2022
3. **What:** Brainstorm virtual or in-class events that can be posted on our Facebook page to engage the families through various formats regardless of cancellations.
Who: Admin Assistant
When: March 2022

COMMUNITY & SELF ASSESSMENT

Description: Program planning is part of the 5-year grant cycle and every year program goals are created from the self-assessment improvement plan as well as the community needs assessment. All program coordinators and the program manager work together to create the program plan for the following year. The self-assessment and community needs assessment supports continuous quality improvement in order to assess progress and alignment with program goals. The self-assessment report is written annually and the community needs assessment is written every five years with annual updates.

Methods Used:

Self-Assessment Report & Summary
 2010-2022 Program Goals & Objectives
 2021 Full Community Needs Assessment
 Head Start and Child Care Monitoring Documents
 2021 Head Start Annual Report
 Monthly Department Reports
 HAC & Policy Council Minutes

Strength Identified:

- Goals and action plans are approved by Policy Council and Tribal Council
- Program goals are developed as part of a systemic planning process.
- Self-assessments generate action plans with assignments and dates.
- Self-Assessment and actions are reviewed by admin staff throughout the year.
- Program Manager completed full 5-year Community Assessment in Fall 2021

Systematic Issues Identified:

1. Training needed for new administrative staff on how to complete the Self-Assessment Reports and utilize the needs identified.
2. Self-Assessment needs to include how the program continues to be impacted by Covid-19.

Action Plan / Dates/ Responsible Person

1. **What:** Complete 2022 Self-Assessment Report
Who: Admin Team
When: May 2022
2. **What:** Admin staff will delegate action items from the Self-Assessment report.
Who: Admin Staff
When: By August 2022

COMMUNITY ENGAGEMENT & PARTNERSHIPS

Description: Through community partnerships, Head Start and Child Care programs build collaborative relationships with community organizations that support positive child and family outcomes. These organizations may include libraries, health centers, schools and school districts, sources of economic support, the workforce, higher education, human services agencies, faith-based organizations, businesses, and others.

Methods Used:

Review, update and add to Child Plus Community Partnership Directory.

Networking and communicating with outside organizations.

Updated binder with new contacts, sent emails and having phone conversations to confirm partnerships.

Strength Identified:

- Summary reports and follow up notes generated by Child Plus for data collection.
- Referral and information processed in an efficient and timely manner at RRTHC for HS/CC.
- Strong knowledge of community resources for efficient referrals.
- Fostering partnering relationships with community faith based programs. NVCSS, Salvation Army, Goodwill, People of Progress, First 5 Shasta, Pathways to Hope for Children, Cal Fresh, WIC, etc.
- Good collaboration with community partners via Zoom and by phone.
- Parent information board provides job postings, community announcements, flyers, brochures.
- Class Dojo provides community resource information for parents virtually to review at their leisure.

Systematic Issues Identified:

1. Need to continually update partnership directory, and meet outside and interagency resources to make and keep connections strong and up to date.
2. Due to COVID there is a constant change of information, community resources, funding, and staff.

Action Plan / Dates/ Responsible Person:

1. **What:** Continue to update partnership directory and agreements, and meet outside and inside resources to make and keep connections strong and up to date information in Child Plus.

Who: Family Intake Coordinator

When: Throughout the year

DATA & EVALUATION/ ONGOING MONITORING & CONTINUOUS IMPROVEMENT

Description: Data is a series of interactive online learning modules that include a mixture of practical scenarios, real-life examples from the field, and tools and templates. The modules are designed to assist in planning for and implementing effective data use. Data tells your story about program effectiveness and drives data-based decision-making. Data uses qualitative and quantitative measures to ensure effective program management.

Methods Used:

Self-Assessment Report
Monthly Department Reports
Child Plus Reports
Health Reports
IHS Report
CACFP Report
CLASS Review
Budget Reports & Tracking

Strength Identified:

- Effective use of program data to decide on new priorities, objectives and areas for improvement.
- Effective goal development process.
- Self-Assessment Report used to create goals and action items.
- Ongoing data and evaluation allows us correct issues and make systematic changes in a timely manner.
- Regular Staff, Admin and Teacher meetings to monitor all areas of program on a regular basis.
- Action items created from annual reviews with IHS, CACFP, Head Start and CLASS.

Systematic Issues Identified:

1. Continue to improve on ways to organize and monitor data.
2. Train new administrative staff on reporting and data collection.
3. Ongoing Child Plus training for all staff.

Action Plan / Dates / Responsible Person:

1. **What:** Training for all staff on data collection and Child Plus database.
Who: Program Manager
When: By August 2022

DISABILITIES

Description: Head Start provides high-quality services for children with disabilities and their families. We have a program-wide coordinated approach to ensure full and effective participation of all children with disabilities. Our program must provide services with appropriate facilities, program materials, curriculum, instruction, staffing, supervision, and partnerships, at a minimum, consistent with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) under the Individuals with Disabilities Education.

Methods Used:

Community Needs Assessment
 Policies and Procedures & Reviewed Disabilities Service Plan
 Requests for Educational Assessments to Districts
 ASQ & ASQ SE
 Child Plus Reports and Notes
 Monthly Department Report
 Child Success Teams
 Teaching Strategy

Strength Identified:

- RRTHC is a strong partner and advocate for all children, especially those with disabilities. Referrals are quickly and professionally completed.
- RRTHC has a strong partnership with School Districts of residence for services and transitions.
- The Health and Disabilities Coordinator is available to facilitate online OT and Speech sessions through Talk Path.
- Referrals, IEP's and all assessments are tracked in Child Plus database.
- Head Start & Child Care Staff provide accommodations and modify curriculum to adapt and individualize for children with special needs.
- Partnership with NATTA (Native American Training & Technical Assistance) for training, advocacy and parent support.
- Staff member certified in hearing & vision screeners for our students which are completed annually at the beginning of the school year.
- Talk Path Speech services are offered online during school closure.
- Child Close Ups during staff meetings to review or create Child Support Plans and special needs for children who may be struggling in the classroom.

Systematic Issue Identified:

1. Parents unable to attend online Talk Path Speech Services during school closures due to Covid-19.
2. Assessments were delayed due to Covid-19 school closures.
3. Communication with parents and providers limited or restricted during school closures.
4. Setbacks and challenges around providing services during pandemic have created further delays in child development.

Action Plan / Dates / Responsible Person:

1. **What:** Staff Training on inclusive classroom environments
Who: Health and Disabilities Coordinator and Teaching Staff

When: December 2022

2. ***What:*** New Health & Disabilities Coordinator attend Disabilities training
Who: Health and Disabilities Coordinator
When: December 2022
3. ***What:*** New Health and Disabilities Coordinator get trained in Hearing Screen
Who: Health and Disabilities Coordinator
When: December 2022

EDUCATION

Description: Effective, nurturing, and responsive teaching practices and interactions are key for all learning in early childhood settings. They foster trust and emotional security; are communication and language rich; and promote critical thinking and problem-solving. They also support social, emotional, behavioral, and language development; provide supportive feedback for learning; and motivate continued effort. Teaching practices and interactions are responsive to and build on each child’s pattern of development and learning. They can be measured by the Classroom Assessment Scoring System (CLASS®) and other adult-child interaction tools. These observations may then be used to support professional development. Teaching practices also include how schedules and routines are carried out, how settings are managed, and how children’s challenging behaviors are addressed.

Methods Used:

CLASS Tool: Daily interactions; weekly lesson planning; and twice yearly scored observations by a certified CLASS observer

My Teaching Strategies & GOLD: Teachers & assistants enter all child observations (daily, or as needed). Trimester checkpoints are used to assess each child’s progress in comparison to age & developmentally appropriate expectations. It is used as a source for age & developmentally appropriate classroom activities

Child Plus: Teachers & assistants develop and enter goals for each child in the nine “Objective for Development & Learning” areas based on observations. Teachers and assistants document individualized lessons and update goals that are met for each child. Every child’s learning style, interests & strengths are documented, along with a record of each family “Education Parent Partnership.”

Creative Curriculum Implementation Checklist: This is the tool that is used for the physical set up of the classroom environment.

Practice Based Coaching: The Mentor Teacher and teaching team use Practice-Based Coaching (PBC) as a professional development strategy that uses a cyclical process. This process supports teachers’ use of effective teaching practices that lead to positive outcomes for children. PBC occurs in the context of collaborative partnerships.

Support Staff: Our Mental Health Professional, Speech & Language Therapist, and Occupational Therapist, work on specific goals that are part of a child’s IGP, CSP, and/or IEP.

Strength Identified:

- Our centers’ QCNS mentor coach is a certified CLASS observer; all teaching staff is observed and scored, at minimum, twice per school year
- Teachers use the CLASS Tool daily to maximize class productivity
- Able to incorporate individual IEP and CSP goals into daily interactions and classroom goals (ongoing communication with Mental Health Professional, Speech & Language Therapist, and Occupational Therapist)
- Individualized activities are linked to each child’s goals and tracked, at a minimum, each trimester
- Child Education History Report, with goals and individualization notes, are given to families three times a year at parent-teacher conferences
- The classroom environment is scored twice a year using the Creative Curriculum Implementation Checklist

- Child outcomes are analyzed each trimester by the teaching staff, and adjustments are made to curriculum to meet children's individual goals
- Classroom environments are changed monthly to keep interest areas stocked with age-appropriate items
- All teaching staff who enter observations/documentation and complete trimester checkpoints, have completed the IRR (Interrater Reliability) course in My Teaching Strategies for validity
- Teachers present at two "Parent Connection" meetings each school year; they cover the topics of "Ages & Stages and Curriculum," and "Transitioning to Kindergarten"
- Teachers are able to access My Teaching Strategies & Child Plus when away from the center

Systematic Issues Identified:

1. Unable to receive CLASS observations and score due to COVID-19 closures
2. Child outcomes, progress reports, and parent-teacher conferences and home visits were unable to be held in the "traditional" manner due to COVID-19

Action Plan / Dates / Responsible Person

1. **What:** Resume having all classes and teaching staff observed and scored in CLASS
Who: QCNS Mentor Coach, Teachers & Assistants
When: April 2022
2. **What:** Return to in person parent-teacher conferences, and begin offering home visits to parents for the 3rd Trimester/Spring conference/home visit
Who: Teachers & Assistants
When: May 2022

ERSEA

(Eligibility, Recruitment, Selection, Enrollment, Attendance)

Description: ERSEA is the foundation of Head Start. It is the process of enrolling children into the program and tracking their regular attendance. ERSEA is important to maintain full enrollment.

Methods Used:

Head Start Management Systems Wheel
 Reviewed monthly statistics & ERSEA notes.
 Reviewed the ERSEA policies and procedures.

Strength Identified:

- New database allows online pre-applications to upload directly to program.
- Children are enrolled based on need and enrollment priority point system, not first come first serve.
- There are written plans/procedures for recruitment, including recruiting those with disabilities, foster children and homelessness.
- We utilize both of our programs to accommodate family's needs. (Head Start & Child Care)
- Parents are contacted regularly to verify absences.
- Monthly Attendance is tracked efficiently in CP and absences documented with contact records.
- Children's enrollment file shows that we meet all documentation requirements including a signed enrollment score sheet, signed parent agreement, and copies of eligibility documentation.
- Organized child file system in place which makes it easier to navigate and locate documents.
- Enrollment Binder created with step by step written procedures and examples.
- Excel tracking form implemented to make sure all child files have all documents needed for enrollment.
- Highlighting signature spots on enrollment packet prior to them receiving it increases the likelihood of all forms getting signed.

Systematic Issues Identified:

1. High rates of illness and fear of illness caused lower attendance rates and families to drop the program.
2. COVID-19 attendance during distance learning make it hard to track participation.
3. Enrollment Packet is lengthy and parents forget to sign forms.
4. Tracking form was needed for enrollment documents.
5. New staff training procedures for enrollment process not clearly established at the beginning of the School year.
6. Low amount of eligible participants in Enrollment Pool.

Action Plan / Dates / Responsible Person:

1. **What:** Recruitment notices on Website and FB Page.
Who: Family Intake Coordinator, Admin Assistant, or Program Manger
When: May 2022

2. **What:** Complete Child Plus Training and do a training for staff, particularly on how to run reports.
Who: Administrative Assistant, Program Manager, or Family Intake Coordinator
When: August 2022

3. **What:** Use the excel tracking form to make sure all enrollment documents are signed and complete and in the child files.
Who: Family Intake Coordinator
When: Upon enrollment and periodically throughout the year.

EVENTS

Description: The events that we hold at Head Start and Child Care annually are a big part of bringing families, students and staff together to celebrate and interact in a healthy, educational, fun, culturally focused setting. This is such an integral part of the program that we wanted to dedicate a review of events alone apart from our other self-assessments. Events are a way to promote family togetherness, deliver training opportunities, encourage social connections and incorporate the entire family unit into the child's learning experience.

Methods Used:

- Review five year goals.
- Interviewed parents & staff.
- Review event planning notes & checklists.
- Head Start Performance Standards –Training & Parent Involvement

Strength Identified:

- Annual Events are well attended by both the immediate and extended family members of our students, as well as Tribal Staff.
- Thorough planning checklist that is updated yearly to stay relevant to the needs of the program.
- Coordination between Admin Team and Teachers to delegate responsibilities.
- Events are culturally focused, and developmentally appropriate.
- Budget supports event activities.
- Class Dojo, One Call, Flyers and Monthly Newsletter Calendar to promote events.
- Despite multiple COVID closures this year, HS/CC Staff incorporated socially distanced or virtual options for families to participate in.
- COVID regulations were taken into account when planning events that involved food. Staff were prepared and creative in implementing sanitary serving options.
- New Pumpkin Patch location (NASH ranch) was a success. It was affordable, child-friendly, and spacious for the amount of people involved.
- The Children's Christmas party received a surplus of donations from individuals and businesses, allowing for us to provide more for our families than originally planned.
- Moving many of the events to our campus has allowed for an increase in family participation. It has also been less stressful on the teachers, students, and their parents/guardians.
- One Call Text reminders have been useful this year since parents can refer back to the message for information.
- Class Dojo reminders and calendar have been useful, as events are organized by date and are eye-catching.

Systematic Issues Identified:

1. Closed campus due to Covid-19.
2. Incorporate more culture into all events.
3. Events held on Thursdays this year affects working parent's participation.
4. Parent feedback needed after events.
5. Staff feedback needed after events.
6. Rising food prices have impacted budget planning.

Action Plan / Dates/ Responsible Person

1. **What:** Brainstorm ideas with Policy Council ahead of events to gain parent & volunteer perspective.
Who: Program Manager/Administrative Assistant
When: August 2022
2. **What:** Head Start Staff/Department Meetings ahead of events to touch base and brainstorm.
Who: Administrative Assistant
When: August 2022

FACILITIES & LEARNING ENVIRONMENTS

Description: Our facilities and learning environments support children and families indoors and outdoors. They cultivate spaces that are safe and inspire learning. We work hard to ensure that we meet all health and safety requirements.

Methods Used:

Interviews with teachers and management
 Health & Safety Checklist
 Daily Classroom & Yard Check
 Weekly Building Inspection Checklist
 First Aid Supply Checklist
 Indian Health Services Report

Strength Identified:

- Collaboration with RPD & Shascom to increase the safety and protection of our HS staff and children. We increased active shooter campus safety and training for all staff this year.
- Daily playground safety checklist to ensure safety for children.
- Daily classroom checklist before children arrive.
- Weekly building safety inspection.
- Toys in the classroom are sanitized daily with the addition of our new ZONO sanitizer. A second ZONO sanitizer has been placed in Child Care.
- Maintenance comes daily to clean after the children have gone home.
- Monthly review of First Aid kits ensure that they are fully stocked and easily accessible.
- Age appropriate classroom materials that support Early Childhood Education. Additional grant funding has allowed for us to purchase cultural materials for the students to engage with. Temporarily lifted COVID restrictions allowed us to host our Little Big Time event to teach children about Native American heritage.
- Dramatic play area that changes monthly to stimulate different learning environments.
- Clark Bug service monitors center monthly and uses non-toxic bug repellents.
- Smoke Free Facility.
- Masks required on campus grounds, as well as temperature screenings of the staff and visitors every day.
- Regular maintenance personnel to ensure upkeep and improvements to property and facilities.
- New Alert-Us system was installed by IT that allows staff to send a message to all Rancheria computers when there is an emergency.
- Campus security improved with temporary armed guard monitoring parking lot during operating hours Monday-Friday.

Systematic Issues Identified:

1. Permanent security personnel to call upon for emergencies.
2. Simplified/less time-consuming sanitation practices for staff.

Action Plan / Dates / Responsible Person

1. **What:** Permanent security guard posted near Head Start entrance to assist in emergencies.

Who: Program Manager/Executive Team

When: August 2022

2. **What:** Training on UV wand sanitization, and implementation of the tool.

Who: Program Manager/Safety Manager

When: September 2022

FISCAL MANAGEMENT

Description: Fiscal Management ensures accountability for federal assets, compliance with regulations, and includes internal controls. Appropriate reporting systems are in place and program leadership work in partnership to develop and execute a budget that reflects and supports program goals and priorities.

Methods Used:

Head Start Budget

Head Start Goals

Financial Reports

Partnership with Redding Rancheria Fiscal Department

Strengths Identified:

- Fiscal use of online reporting to OHS and online draw down of funds.
- Tracking system for multiple grants.
- Finance Dept. generates monthly financial reports for Policy Council/ Tribal Council.
- Monthly tracking of Non-federal match included on quarterly R & E's.
- Monthly tracking of administrative costs.
- Finance Department assists Program Manager in determining allow ability and appropriateness of the use of grant funds.
- Support from OHS for fiscal support and training for new Program Manager.
- Head Start One Time COVID funds to support the current Safety Plan and procedures.
- Teaching staff is included in the planning for Quality Improvement funds.
- Annual planning to utilize the Giving Fund.
- Tracking system created for the In-Kind Volunteer hours.

Systematic Issues Identified:

1. Covid-19 funding requires us to spend down the funds efficiently in allotted time frame. Brainstorming needed around use of funds.

Action Plan / Dates/ Responsible Person

1. **What:** Create a plan for remaining Covid-19 funding.
Who: Program Manager
When: By August 2022

HEALTH

Description: The Head Start Program emphasizes the importance of early identification of health needs, which, if undetected or untreated, might cause learning difficulties. The program makes every effort to ensure that that child is connected to health services and receive a complete age appropriate health assessment as recommended by his/her physician.

Methods Used:

Child Plus data entry and reports
 Monthly Department Reports
 Health Advisory Committee Meeting Minutes

Strength Identified:

- Mobile Dental Unit from the RRTHC performs Oral Health Assessments, cleanings, sealants & fluoride two times per school year.
- Health Advisory Committee (HAC) is a collaborative group of health professionals who review and approve policy and procedures in regards to health and safety.
- RRTHC has always been a strong partner for the Head Start & Child Care program. All department directors sit on Health Advisory Committee.
- IHS and Shasta County Public Health representatives on Health Advisory Committee.
- Parent Connection meetings on various health related topics throughout the year.
- Health & Disabilities Coordinator creates a monthly Health & Wellness Newsletter for families.
- Services and support available to pregnant families.
- Wellness Wednesdays, a classroom health & safety curriculum is provided by Health and Disabilities Coordinator once a month.
- A detailed Covid-19 Safety Plan created in response to pandemic with support and input from HAC, Policy Council & Tribal Council as well as IHS and local health agencies.
- CHDP Days organized at the RRTHC in summer for families to complete immunization and well- child checks prior to the start of school.
- Health screenings are completed for all enrolled children, including developmental, behavioral, dental, nutrition, vision, hearing, height, weight & BMI.

Systematic Issues Identified:

1. Covid-19 left many students delayed on immunizations and regular checkups.
2. Due to school closure communication with families has been limited, making referrals and data tracking challenging.
3. Health & Disabilities Coordinator position was vacant for half of the year.

Action Plan / Dates / Responsible Person:

1. **What:** Collaboration with RRTHC to ensure that 2022 CHDP Days go smoothly and all providers have the information needed to ensure children receive everything they need to start school.
Who: The Health & Disabilities Coordinator
When: June 2022
2. **What:** New Health & Disabilities Coordinator with receive Head Start Health Training.
Who: The Health & Disabilities Coordinator

When: December 2022

- What:** Create system for supporting pregnant families.
Who: The Health & Disabilities Coordinator
When: September 2022

HUMAN RESOURCES

Description: Our Human Resource Department ensures that staff members and volunteers have the credentials and competencies needed to provide quality Head Start services to children and families.

Methods Used:

Review of Tribal Personnel Policies pertaining to Human Resources
 Head Start Policies and Procedures
 Redding Rancheria Human Resource Department Policies

Strength Identified:

- Comprehensive annual Head Start Pre-Service training includes; intensive orientation and review of all department policies and procedures; review of HS and CC Work Rules for all HS/CC staff.
- Comprehensive orientation for new employees including HR benefits, Tribal history, OSHA safety and department procedures.
- Annual Performance Appraisal include merit wage increases.
- Professional Growth Plans are part of annual Performance Appraisal.
- Salary and wage study conducted every other year to ensure all positions are current and paid at a comparable level.
- Head Start requirements are addressed in the updated RR Personnel Manual.
- Background check policy exceeds the performance standard, they are conducted prior to offering position and reviewed regularly.
- RR HR policies support employees wellbeing.
- Policies encourage and support further education for employees.
- Head Start parents are part of the hiring process.
- Program Manager tracks all employee profiles and professional development in new Child Plus database.

Systematic Issues Identified:

1. The past year we have struggled to find qualified applicants for open positions. Very few people are even applying or showing up for interviews.

Action Plan / Dates / Responsible Person

1. **What:** Post HS/CC jobs on College ECE Boards (Shasta, Simpson & Chico State). Also share job postings with partners at SCOE & First 5 Shasta.
Who: Program Manager, Education Director & Human Resource Department
When: By July 2022

MENTAL HEALTH

Description: Head Start programs support the mental health of children, families, and staff every day. It is important for a child to learn to express and regulate emotions, form trusting relationships, explore, and learn, all in the cultural context of family and community. The mental health of children and the adults that care for them is essential for school readiness.

Methods Used:

Child Support Plans
 Child Plus Notes & Reports
 Monthly Department Reports
 ASQ & ASQ-SE

Strengths Identified:

- The program supports a program-wide culture that promotes children's mental health, social, and emotional well-being.
- Mental health consultation provided by Norma Ellenwood, RRTHC Mental Health Clinician, to support all staff in meeting children's mental health and social and emotional needs. She provides counseling at our center twice a month to students. During distance learning she offered to see students at her office.
- Kara Russell, Redding Rancheria Mental Health Director, participates on the Health Advisory Committee.
- Triple P Certified Provider on staff to provide parenting curriculum to parents.
- Child Support Team meetings are available for in home support, teacher support and suggestions for behavior modification in the classroom.
- Child Support Plans created to support children's individual needs.
- Health & Disabilities Coordinator available to attend mental health appointments with families for support and advocacy.
- Body-calming methods introduced in the classroom using yoga and stretching exercises.
- Parent Connection Meetings and resources focused on Mental Health.

Systematic Issues Identified:

1. Due to Covid-19, the closure of schools we have seen increased mental health issues.
2. Families, students and staff have had limited access to mental health support or struggle with online counseling options.

Action Plan / Dates / Responsible Person:

1. **What:** New Health & Disabilities Coordinator will attend mental health advocacy training.
Who: Health & Disabilities Coordinator
When: December 2022.
2. **What:** Increase support to families in crisis who may be experiencing job loss, homelessness, economic stress and mental health needs.
Who: Family Intake Coordinator & Health & Disabilities Coordinator
When: Ongoing

PARENT INVOLVEMENT

Description: Parent Involvement is a collaborative and strengths based process through which early childhood professionals, families, and children build positive and goal oriented relationships. It is a shared responsibility for families and staff at all levels that requires mutual respect for the roles and strengths it has to offer. Parent Involvement focuses on culturally responsive relationship building with key family members in a child's life. These people include pregnant women and expectant families, mothers, fathers, grandparents and other adult caregivers. It requires making a commitment to creating and sustaining an ongoing partnership that supports family wellbeing. It also honors and supports the parent child relationships that are central to a child's healthy development, school readiness and wellbeing.

Methods Used:

Review home visits from Child Plus documentation, Family Needs Assessments, notes and goals.

Interviewed parents & staff by phone and in person.

Survey to parents for feedback.

Parent Connection Meeting minutes.

In-Kind forms were collected for parent involvement activities.

Strength Identified:

- Program offers parent trainings through Zoom, Class Dojo, and in person when safe to do so.
- Easy ways to access information either through email, Facebook or Class Dojo.
- FIC provides take home materials and supplies after trainings.
- Monthly and Annual Parent Connection Calendar.
- Program provides a Family Intake Resource Folder during enrollment.
- Monthly & Weekly events newsletter sent home to families.
- In person communication with families at the gate check and in the office at pick up and drop off times.
- Parents actively involved in Policy Council.
- Field trips yield a high rate of family participation in person.
- One call, class Dojo, fliers, newsletters, calendars, and multiple communication methods are used to ensure that families know about opportunities for volunteering.
- Events were held, in person, that created multiple opportunities for family participation.

Systematic Issues Identified:

1. Lack of time to connect with individual families for Parent connections due to Covid-19 restrictions.
2. Due to Covid-19, in person gatherings, events and meetings were cancelled.
3. Face to face reminders are not utilized during the closure.

Action Plan / Dates/ Responsible Person:

1. **What:** Create events on Class Dojo for Parent Participation Activities.
Who: Program Manager, Administrative Assistant, or Family Intake Coordinator.
When: One to two weeks prior to the event.
2. **What:** Post Fliers at Gate, Sign in/out desk, and Resource board.

Who: Administrative Assistant, or Family Intake Coordinator

When: One week prior to events

3. **What:** Utilize Facebook private page to post trainings for parents to access at their convenience and for parent involvement.

Who: Family Intake Coordinator

When: Throughout the year.

PROGRAM GOVERNANCE

Description: Program Governance consists of the Governing Body (The Redding Rancheria Tribal Council), Head Start Policy Council, the Parent Committee “Parent Connection Meetings”, and Health Advisory Committee. These councils and committees oversee the Head Start programmatic decision-making and legal/fiscal decisions.

Methods Used:

Partnerships and feedback from council/ committee members and staff
 Policy Council Minutes and Tribal Council Resolutions
 OHS Program Governance Training

Strength Identified:

- Well defined Policy Council / Tribal Council structure and operating guidelines.
- Consistent Tribal Council liaison representation.
- Active participation and great feedback from chair positions.
- Monthly Department Report reviewed by both Policy Council & Tribal Council.
- Human Resource procedures include Policy Council members/ Head Start parents to participate fully in hiring/firing process.
- Policy Council members are informed of child outcome data and educational assessment information.
- HS Policies and Procedures posted on internet/intranet have been updated and approved by Tribal Council, Policy Council and Health Advisory Committee.
- Policy Council is active in event planning.

Systematic Issues Identified:

1. Joint training for Policy Council and Tribal Council is difficult to schedule.
2. Annual review of all Head Start Policies and Procedures is an extensive process that needs to be streamlines for efficiency.
3. Tribal Policies that relate to Head Start need to be reviewed.

Action Plan / Dates / Responsible Person:

1. **What:** Update all Tribal Head Start Policies
Who: Program Manager
When: By May 2022

PROGRAM PLANNING & SERVICE SYSTEM DESIGN

Description: Program Planning and Service System Design support the program planning function, which guides all programs in their five-year grant. Planning systems occur in a continuous cycle, and involve key members of the Head Start community. The outcome of this cycle is the creation of achievable goals and short-term program and fiscal objectives.

Methods Used:

Policy Council Minutes
 Health Advisory Committee Minutes
 Community Needs Assessment
 Self-Assessment Report 2021
 PIR
 Staff Meeting and Admin Meeting Notes
 Monthly Department Reports

Strength Identified:

- Focus on Head Start five year goals and yearly objectives.
- The Community Needs Assessment guides our goal planning and objectives.
- School Readiness Goals are created for the children every year.
- Effective Health & Safety Goals are implemented and monitored.
- Health Advisory Committee, Policy Council and Tribal Council were active participants in planning and monitoring Covid-19 response.
- Monitoring of program performance through Self-Assessment Report and Monthly Department Reports.
- Program oversight by Health Advisory Committee, Policy Council and Tribal Council.
- Coordination with LEA, families and stakeholders that ensure inclusion of all children and families.

Systematic Issues Identified:

1. New staff need to be training on data tracking and center goals and how that plays a role in program planning.

Action Plan / Dates / Responsible Person:

1. **What:** Train new staff in record keeping and data collection for program planning.
Who: Program Manager
When: June 2022

RECORDKEEPING & REPORTING

Description: Recordkeeping and reporting systems underscore the importance of building and maintaining institutional memory through well-designed reports and effective recordkeeping activities. Accessible records facilitate the design and distribution of reports that can inform staff, program leadership, and external community partners.

Methods Used:

Child Plus

Record Keeping Policies & Procedures

Strength Identified:

- Policies and procedures for record keeping and ongoing reporting to Policy Council, Tribal Council, Executive Team, and funding sources. Established procedures protect the confidentiality of children, family and staff information.
- Staff uses an electronic archiving system (DocStar).
- Minutes are taken at every Staff Meeting, Health Advisory Committee, Parent Connection Meeting, and Policy Council.
- Reports are filed in a timely manner.
- Staff receive annual training on Mandated Child Abuse Reporting.
- Eligibility determination is completed and documented by two staff persons with supporting eligibility documentation.
- Reporting to HSES and CACFP are completely in a timely manner.
- Professional development is tracked and recorded for each staff member.
- Team utilizes a Child Plus database for recordkeeping and all communication with families.

Systematic Issues Identified:

1. Staff still learning Child Plus database and how to run reports.

Action Plan / Dates / Responsible Person:

1. **What:** Child Plus training for all staff.
When: August 2022
Who: All staff.

TRAINING & PROFESSIONAL DEVELOPMENT

Description: Emphasizes the importance of training and technical assistance for every grantee. Offers a range of instructional resources including federal and regional T/TA staff and key resources on the ECLCK website.

Methods Used:

Training Binder
 Staff One on Ones and Annual Evaluations
 T & TA Budget
 Professional Development Tracking in Child Plus

Strength Identified:

- Training and technical assistance funds being used to access additional professional development resources.
- Goals are made by each employee annually. Personal development is tracked and documented in Child Plus.
- Regular staff, teacher and admin meetings.
- A minimum of 25 hours of orientation trainings on health and safety topics are completed by all staff at pre service prior to the start of school.
- Training and orientation details health and safety issues for early care and education settings including, but not limited to, typical and atypical child development; pediatric first aid and CPR; safe sleep practices, including risk reduction of Sudden Infant Death Syndrome/Sudden Unexplained Infant Death (SIDS/SUID); poison prevention; shaken baby syndrome and abusive head trauma; standard precautions; emergency preparedness; nutrition and age-appropriate feeding; medication administration; and care plan implementation for children with special health care needs.
- All staff are certified in First Aid, CPR and Food Handler's Certification.
- Staff are encouraged and supported to further their education particularly in the area of Early Childhood Education. Budget to support education expenses.
- Participation in local and national groups such as LPC, QRIS, TCCAC, Head Start, and CCDF provide many training opportunities for all staff.

Systematic Issues Identified:

1. We have hired a number of new employee that need to attend Tribal Head Start trainings.

Action Plan / Dates / Responsible Person

1. **What:** Research Training opportunities for new staff.
Who: Program Manager
When: By August 2022
2. **What:** Plan training for 22/23 Preservice and annual training schedule.
Who: Program Manager
When: By August 2022

TRANSPORTATION

Description: Bus and Van Systems. Ensures the safe and efficient movement of children. Aligns with service area needs; complies with state and federal regulations

Methods Used:

Interview with bus driver
 Vehicle Maintenance Logs
 Vehicle Inspection Reports
 Transportation budget review

Strength Identified:

- Daily pre-trip bus and van inspection performed. Maintenance log is kept in the vehicles to show consistency. Every 45 days or 3,000 miles, the bus is taken to a certified mechanic to upkeep maintenance.
- CHP comes to check “Pre-Trip” checks logs yearly and performs bus check to see if maintenance is good and to see if all staff members who drive the bus have appropriate documentation.
- Bus Monitor trainings quarterly with staff.
- New procedures in place to meet safety and health requirements for COVID-19 response.
- Bus rider safety check system in place to ensure all children are accounted for after each trip.
- All drivers need to complete certification of Defensive Driving Course.
- This year we hired a permanent bus monitor/ classroom floater.

Systematic Issues Identified:

1. We do not have a back-up bus driver if ours is out sick or unavailable.

Action Plan / Dates / Responsible Person:

1. **What:** All van drivers will complete Defensive Driving Course.
Who: As needed.
When: By August 2022.